

## Rubric for Assessing Literature Discussion Groups

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Goal:</b> To enjoy, share ideas and learn from each other through <i>Literature Discussion Groups</i> .	
<b>4</b>	<ul style="list-style-type: none"> <li>• Prepares for group meeting ahead of time i.e., log section is marked and thinking is clearly visible.</li> <li>• Quickly comes to group meeting excited and ready to begin discussion.</li> <li>• Actively participates in book discussion i.e., shares thinking.</li> <li>• Supports thinking using evidence from text.</li> <li>• Stays on topic.</li> <li>• Makes eye contact with person speaking.</li> <li>• Listens carefully to each other's thinking, offers opinion and builds on ideas at appropriate times.</li> <li>• Respects others thinking and responds using "social language" for engaging in literate talk.</li> <li>• Asks questions when needed to clarify understanding.</li> <li>• Achieves deeper comprehension through discussion.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Prepares for group meeting ahead of time i.e., log section is marked and thinking is clearly visible.</li> <li>• Quickly comes to group meeting excited and ready to begin the discussion.</li> <li>• Actively participates in book discussion i.e., shares thinking.</li> <li>• Supports thinking using evidence from text; requires few reminders.</li> <li>• Stays on topic.</li> <li>• Makes eye contact with person speaking.</li> <li>• Listens carefully to each other's thinking, offers opinion and builds on ideas at appropriate times.</li> <li>• Respects others thinking and responds using "social language" for engaging in literate talk; requires few reminders</li> <li>• Asks questions when needed to clarify understanding.</li> <li>• Achieves deeper comprehension through discussion.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Prepares for group meeting ahead of time i.e., log section is marked and thinking is clearly visible; requires many reminders.</li> <li>• Quickly comes to group meeting excited and ready to begin the discussion.</li> <li>• Actively participates in book discussion i.e., shares thinking.</li> <li>• Supports thinking using evidence from text; requires many reminders.</li> <li>• Stays on topic; requires many reminders.</li> <li>• Makes eye contact with person speaking.</li> <li>• Listens carefully to each other's thinking, offers opinion and builds on ideas at appropriate times; requires many reminders.</li> <li>• Respects others thinking and responds using "social language" for engaging in literate talk; requires many reminders.</li> <li>• Asks questions when needed to clarify understanding; requires reminders.</li> <li>• Achieves deeper comprehension through discussion.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Prepares for group meeting ahead of time i.e., log section is marked and thinking is clearly visible; requires full support.</li> <li>• Quickly comes to group meeting excited and ready to begin the discussion.</li> <li>• Actively participates in book discussion i.e., shares thinking.</li> <li>• Supports thinking using evidence from text; requires full support.</li> <li>• Stays on topic; requires full support.</li> <li>• Makes eye contact with person speaking; requires full support.</li> <li>• Listens carefully to each other's thinking, offers opinion and builds on ideas at appropriate times; requires full support.</li> <li>• Respects others thinking and responds using "social language" for engaging in literate talk; requires full support.</li> <li>• Asks questions when needed to clarify understanding; requires full support.</li> <li>• Achieves deeper comprehension through discussion.</li> </ul>

Dorn, L. & Soffos, C. (in process). Teaching for Deep Comprehension: A Workshop Approach. Portland, ME: Stenhouse

**Literature Discussion Group Scoring Rubric Grades 3-4**

	<b>Advanced</b> 27 26 25 24	<b>Proficient</b> 23 22 21 20 19 18	<b>Basic</b> 17 16 15 14 13 12 11 10 9	<b>Below Basic</b> 8 7 6 5 4 3 2 1 0
<b>Preparation</b>	<b>3</b> Prepared for discussion (log is marked and thinking is clearly visible)	<b>2</b> Some preparation for discussion (log has a few places marked and some thinking is visible)	<b>1</b> Little preparation for discussion (log entry is sketchy, very little evidence of thinking)	<b>0</b> Did not complete assignment (did not read assignment, reflect in log, etc.)
	<b>3</b> Comes to group excited and ready to begin discussion	<b>2</b> Comes to group ready to begin discussion	<b>1</b> Comes to group reluctantly to begin discussion	<b>0</b> Comes to group unprepared to begin discussion
<b>Participation</b>	<b>3</b> Actively participates (shares thinking)	<b>2</b> Participates (shares thinking)	<b>1</b> Participates with prompting	<b>0</b> Does not participate
	<b>3</b> Makes eye contact and listens carefully to others' thinking	<b>2</b> Makes eye contact and listens to others' thinking	<b>1</b> Makes eye contact and listens to others' thinking with prompting	<b>0</b> Does not listen to others in group
	<b>3</b> Respects others' thinking and reacts using appropriate language	<b>2</b> Respects others' thinking and reacts using appropriate language (requires some reminders)	<b>1</b> Respects others' thinking and reacts using appropriate language (requires some reminders)	<b>0</b> Inappropriate response to others in group
	<b>3</b> Stays on topic	<b>2</b> Stays on topic with some prompting	<b>1</b> Stays on topic with many reminders	<b>0</b> Does not stay on topic
	<b>3</b> Offers opinion, asks questions and/or builds on others' ideas at appropriate times	<b>2</b> Offers opinion, asks questions and or builds on others' ideas (might be inappropriate time)	<b>1</b> Offers opinion, asks questions and or builds on others' ideas (might be inappropriate time and required prompting)	<b>0</b> Does not offer opinion, ask questions or build on others ideas.
<b>Comprehension</b>	<b>3</b> Supports thinking using evidence from text	<b>2</b> Supports thinking using some evidence from text	<b>1</b> Little evidence to support thinking using text	<b>0</b> Does not support thinking using evidence from text
	<b>3</b> Achieves deeper comprehension through discussion	<b>2</b> Achieves comprehension through discussion	<b>1</b> Some evidence of comprehension	<b>0</b> No evidence of comprehension

## Rubric for Assessing Independent Reading Time

Name:

Date:

<b>Goal:</b> Use <i>“Reading Workshop”</i> time wisely resulting in many opportunities for Volume Reading.	
<b>4</b>	<ul style="list-style-type: none"> <li>• Chooses suitable texts for self-selected reading.</li> <li>• Locates an area for reading and begins reading immediately</li> <li>• Books and materials are taken care of and well respected.</li> <li>• Uses reading workshop time wisely; resulting in opportunities for volume reading.</li> <li>• Completes group assignment before self-selecting another reading option.</li> <li>• Respects other readers by reading or discussing books quietly.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Chooses suitable texts for self-selected reading.</li> <li>• Locates an area for reading and begins reading immediately; requires few reminders.</li> <li>• Books and materials are taken care of and well respected.</li> <li>• Uses reading workshop time wisely; requires few reminders resulting in many opportunities for reading.</li> <li>• Completes group assignment before self-selecting another reading option most of the time; requires few reminders.</li> <li>• Respects others by reading or discussing books quietly.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Chooses suitable texts for self-selected reading; requires many reminders.</li> <li>• Locates an area for reading with difficulty (moves from spot to spot); requires many reminders before beginning to read.</li> <li>• Books and materials are taken care of and well respected.</li> <li>• Uses very little of the reading workshop time wisely; requires many reminders resulting in few reading opportunities.</li> <li>• Completes group assignment before self-selecting another reading option; requires many reminders.</li> <li>• Respects others by reading or discussing books quietly; requires many reminders.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Chooses suitable texts for self-selected reading; requires full support.</li> <li>• Locates an area for reading with difficulty (moves from spot to spot); requires full support before beginning to read.</li> <li>• Books and materials are taken care of and well respected.</li> <li>• Uses very little reading workshop time wisely; requires full support resulting in little or no reading opportunities.</li> <li>• Completes group assignments before self-selecting another reading option; requires full support.</li> <li>• Respects others by reading or discussing books quietly; requires full support.</li> </ul>

Dorn, L. & Soffos, C. (in process). Teaching for Deep Comprehension: A Workshop Approach Portland, ME: Stenhouse

**Rubric for Assessing Log Entries**

<b>Advanced 12 11</b>	<b>Proficient 10 9 8 7</b>	<b>Basic 6 5 4 3</b>	<b>Below Basic 2 1 0</b>
<b>3</b> Log is organized and contains evidence of volume reading (self-selected and assigned reading texts with titles, dates & genres listed in front of log).	<b>2</b> Log is organized and contains some evidence of volume reading (self-selected and assigned reading texts with titles, dates & genres listed in front of log).	<b>1</b> Log is organized and contains some evidence of volume reading (self-selected and assigned reading texts with titles, dates & genres are not always listed in front of log).	<b>0</b> Log is unorganized and contains no evidence of volume reading (self-selected and assigned reading texts are not recorded in front of log).
<b>3</b> Reflections are clearly labeled and easy to locate.	<b>2</b> Most reflections are clearly labeled and easy to locate.	<b>1</b> Some reflections are clearly labeled and easy to locate.	<b>0</b> Reflections for group sharing are unorganized and difficult to locate.
<b>3</b> Log contains thoughtful entries, reflecting some of the following: <ul style="list-style-type: none"> <li>• Personal responses</li> <li>• Identifies &amp; responds to theme(s) and/or author's purpose</li> <li>• Offers opinion</li> <li>• Notes connections</li> <li>• Questions</li> <li>• Shares predictions</li> <li>• Responds to author's language</li> <li>• Notes inferences</li> <li>• Responds to characters</li> <li>• Compares &amp; contrasts information</li> <li>• Critiques text</li> <li>• Responds at the synthesis level</li> </ul>	<b>2</b> Log contains some thoughtful entries, reflecting some of the following <ul style="list-style-type: none"> <li>• Personal responses</li> <li>• Identifies &amp; responds to theme(s) and/or author's purpose</li> <li>• Offers opinion</li> <li>• Notes connections</li> <li>• Questions</li> <li>• Shares predictions</li> <li>• Responds to author's language</li> <li>• Notes inferences</li> <li>• Responds to characters</li> <li>• Compares &amp; contrasts information</li> <li>• Critiques text</li> <li>• Responds at the synthesis level</li> </ul>	<b>1</b> Log reflects surface level thinking with some of the following: <ul style="list-style-type: none"> <li>• Personal responses</li> <li>• Identifies &amp; responds to theme(s) and/or author's purpose</li> <li>• Offers opinion</li> <li>• Notes connections</li> <li>• Questions</li> <li>• Shares predictions</li> <li>• Responds to author's language</li> <li>• Notes inferences</li> <li>• Responds to characters</li> <li>• Compares &amp; contrasts information</li> <li>• Critiques text</li> <li>• Responds at the synthesis level</li> </ul>	<b>0</b> Log entries reflect random thinking or student does not reflect in log with some of the following: <ul style="list-style-type: none"> <li>• Personal responses</li> <li>• Identifies &amp; responds to theme(s) and/or author's purpose</li> <li>• Offers opinion</li> <li>• Notes connections</li> <li>• Questions</li> <li>• Shares predictions</li> <li>• Responds to author's language</li> <li>• Notes inferences</li> <li>• Responds to characters</li> <li>• Compares &amp; contrasts information</li> <li>• Critiques text</li> <li>• Responds at the synthesis level</li> </ul>
<b>3</b> Log entries are supported by evidence from the text.	<b>2</b> Log entries are supported by evidence from the text most of the time.	<b>1</b> Log entries are supported by evidence from the text some of the time.	<b>0</b> Log entries are not supported by evidence from the text.

## Rubric for Assessing Log Entries

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Goal:</b> Log is organized and contains thoughtful entries i.e., thinking while reading is reflected upon. After reading, thinking is made visible for sharing and additional learning.	
<b>4</b>	<ul style="list-style-type: none"> <li>Log is organized and contains evidence of volume reading (self-selected &amp; assigned reading texts) i.e., texts, genres and dates are recorded in front of log.</li> <li>Reflections are clearly labeled and easy to locate.</li> <li>Log contains <b>Thoughtful Entries</b> <i>which include some of the following:</i>  <b>Personal Responses to Text, Identifies and Responds to the Theme/s and/or Author's Purpose, Offers Opinion of Text, Shares Connections, Wonders or Questions--Seeks Answers, Shares Predictions, Responds to Author's Language--Creates Sensory Images, Shares Inferences, Writes Letters, Compares &amp; Contrasts Information, Reacts and Responds to the Character/s, Responds to Text at the Synthesis Level, Critiques Text</b> </li> <li>Log entries are supported by evidence from the text.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Log is organized and contains evidence of volume reading (self-selected &amp; assigned reading texts) i.e., texts, genres and dates are recorded in front of log.</li> <li>Reflections for group sharing are clearly labeled and easy to locate.</li> <li>Log contains <b>Thoughtful Entries</b> <i>which include some of the following:</i>  <b>Personal Responses to Text, Identifies and Responds to the Theme/s and/or Author's Purpose, Offers Opinion of Text, Shares Connections, Wonders or Questions--Seeks Answers, Shares Predictions, Responds to Author's Language--Creates Sensory Images, Shares Inferences, Writes Letters, Compares &amp; Contrasts Information, Reacts and Responds to the Character/s, Responds to Text at the Synthesis Level, Critiques Text</b> </li> <li>Log entries are supported with evidence from text most of the time.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Log is organized and contains some evidence of volume reading (self-selected &amp; assigned reading texts) i.e., texts, genres and dates are recorded in front of log.</li> <li>Reflections for group sharing are unorganized and are difficult to locate.</li> <li>Log entries reflect <b>Surface Level Thinking</b> <i>about some of the following:</i>  <b>Personal Responses to Text, Identifies and Responds to the Theme/s and/or Author's Purpose, Offers Opinion of Text, Shares Connections, Wonders or Questions--Seeks Answers, Shares Predictions, Responds to Author's Language--Creates Sensory Images, Shares Inferences, Writes Letters, Compares &amp; Contrasts Information, Reacts and Responds to the Character/s, Responds to Text at the Synthesis Level, Critiques Text</b> </li> <li>Log entries are not supported with evidence from text.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Log is unorganized and contains no evidence of volume reading (self-selected &amp; assigned reading texts) i.e., texts, genres and dates are not recorded in front of log.</li> <li>Reflections for group sharing are unorganized and are difficult to locate.</li> <li>Log entries reflect <b>Random Thinking</b> and do not include any of the following:  <b>Personal Responses to Text, Identifies and Responds to the Theme/s and/or Author's Purpose, Offers Opinion of Text, Shares Connections, Wonders or Questions--Seeks Answers, Shares Predictions, Responds to Author's Language--Creates Sensory Images, Shares Inferences, Writes Letters, Compares &amp; Contrasts Information, Reacts and Responds to the Character/s, Responds to Text at the Synthesis Level, Critiques Text</b> </li> <li>Log entries are not supported with evidence from text.</li> </ul>

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# Observation Protocol

Classroom: \_\_\_\_\_

Date: \_\_\_\_\_

Instructional Setting <b>Literature Discussion Group</b>		Observations
Before Reading Book Selection	Teacher selects texts that extend and/or develop students' knowledge of text characteristics, features, genre and vocabulary.	
<b>Before Reading</b> Introduction of Text  Goal: Students independently introduce text to themselves.  Teaching for Deep Comprehension; Page 83	Teacher introduces several books within a particular genre, author, or theme.  Teacher gives a brief book talk on each text arousing interest and/or generating questions in the students' minds.  Students rate their top choice and the groups' most popular choice becomes the text for reading.  Teacher activates and/or builds background knowledge on the chosen text.  Teacher highlights a specific aspect of text (text characteristic, text feature, genre, characterization, or particular vocabulary) to support students' comprehension during reading if needed.	
<b>During the Reading</b>  Goal: Students to independently apply their knowledge of text characteristics, features, genre and vocabulary in order to comprehend at deep levels.  Teaching for Deep Comprehension Pages 84-85	Teacher provides an opportunity for the students to read the text independently.  Teacher assesses students' comprehension and problem solving processes during one to one conferences.  Teacher validates and/or redirects students' thinking and problem solving to promote comprehension.	
<b>After Reading</b>  Teaching for Deep Comprehension Pages 87, 158 & 160	Teacher documents students comprehending process through listening and/or seeking clarification of their thinking  Teacher scaffolds: Prompts and offers assistance as needed to keep the discussion at a deep level of talk.  Students use conversational moves and group norms as they discuss text and go deeper with their understanding <ul style="list-style-type: none"> <li>• actively participates in group discussion i.e., shares thinking about their reading.</li> <li>• Supports their thinking using evidence from text (inside or outside of text).</li> <li>• Stays on topic.</li> <li>• Makes eye contact with person speaking.</li> <li>• Listens carefully to others' thinking.</li> <li>• Offers opinion and/or builds on ideas at appropriate times.</li> <li>• Respect others' thinking and reacts using appropriate language.</li> <li>• Asks questions when needed to clarify understanding.</li> </ul>	